

CNMI Plan for Title II Reporting Requirements



Higher Education Act (HEA)

Prepared February 28, 2006

CNMI Plan for Title II Reporting Requirements Of the Higher Education Act (HEA)

The Commonwealth of the Northern Marianas Islands (CNMI) is an insular area of the United States of America. Through the Covenant Agreement with the US, local indigenous Chamorro and Carolinian residents of the CNMI enjoy the privilege of US citizenship.

The Government of the CNMI, through the autonomous Board of Education and the Public School System, provides K-12 public school education within a single school district for all school children. There are 20 public schools within the CNMI. The Northern Marianas College (NMC), accredited by the Western Association of Schools and Colleges, is the only institution of higher education in the CNMI. The NMC School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education.

The Elementary Education Program is designed to engage education students in the developmental process of acquiring the knowledge, attitudes and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. The educational faculty design courses to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices.

The CNMI, located in the western Pacific region, is isolated and remote. Approximately eight flight hours west of Hawaii, or four hours south of Japan, the CNMI experiences teacher recruitment and retention challenges for all of its schools, particularly in the areas of secondary math, science and special education. The presence of only one teacher preparation institution results in lower numbers of teaching graduates to meet our recruitment needs. Additionally, a sluggish CNMI economy has meant that the PSS has been operating on the same continuing budget resolution since 1998, despite adding five schools and over 2,000 students since then. The budgetary constraints does not allow PSS to offer a more generous compensation package, including relocation expenses or housing allowance for any off-island hire.

The CNMI Legislature provides educational assistance to aspiring college graduates. The Saipan Higher Education Financial Assistance Program (SHEFA) is available to all US citizens residing in the CNMI. Recipients of this program are obligated to return to the CNMI to work for a certain number of years. Otherwise, participants are required to repay the CNMI government.

SECTION 1 *The Identification of the State Agency Responsible for Submitting the State Report and Coordinating the Efforts on a Statewide Basis*

OVERVIEW

The CNMI Public School System's Commissioner of Education currently serves in the capacity of the CNMI Public School System's (PSS) Board of Education (BOE). The PSS Human Resources Officer (HRO) is responsible for issuing teaching/educational certificates in the CNMI. Therefore, the agency responsible for preparing the CNMI Title II report is the CNMI Public School System (PSS). This task is assigned to the Public School System, Human Resources Office, PO Box 501370, Saipan, MP 96950.

The following sections in the *Regulation for the Public School System, Employment of Certified Personnel*, reference teaching certification:

Chapter 2 – Certification

- (a) Purpose
 - The Board of Education (BOE) and Public School System (PSS) recognizes that the delivery of high-quality and equitable educational services to all students in the PSS, is necessary, therefore, it is imperative to recruit, hire, and retain highly trained and fully certified professional employees. To ensure that its professional employees are well prepared to provide the opportunity to the students to develop into happy, self-respecting, understanding and contributing members of the society, BOE requires that all professional employees meet the certification requirements as set forth in the regulations. This certification is designed to promote excellence within the school system.
- (d) Certification shall be aligned with PSS classification and salaries schedule as follows:
 1. Employees with Provisional Certificates shall be classified as Instructor I, Classroom Teacher I, School Librarian I, School Guidance Counselor I, School Vice-Principal I and II, or School Principal I or II.
 2. Employees with Specialized Certificate shall be classified as Instructor I.
 3. Employees with Basic Certificate shall be classified as Classroom Teacher II, School Librarian II or School Guidance Counselor II.
 4. Employees with Standard Certificate shall be classified as Classroom Teacher III, School Librarian II, or School Guidance Counselor III.
 5. Employees with Professional Certificate shall be classified as Classroom Teacher IV, School Librarian IV, School Guidance Counselor IV, School Vice-Principal II, or School Principal I, II or III.

- (e) Eligibility for all Five Criteria
 4. Core Knowledge Examination: All teacher certification applicants for grades K-12, excluding related services providers, must take and pass PRAXIS exams. Provisional and Standard certification applications must take and pass PRAXIS I and II, if a secondary school teacher.
- (f) Types of Certification and Requirements

The Commonwealth shall have five general levels of certification for professionals in the field of education: Provisional, Specialized, Basic, Standard and Professional.

 - 1. Provisional Certificate is a two-year certificate for teachers, librarians, school counselors, related service providers, instructors and school administrators.
 - A. Eligibility Requirements:
 - i. The Provisional Certificate that teachers, librarians, school counselors, school administrators and other professional applicants to possess either a baccalaureate, masters, or doctoral degree resulting from a course of instruction of at least three and one-half years length at a college or university recognized by US accreditation commissions approved by PSS.
 - C. Term: The Provisional Certificate is invalid after its expiration date and shall not be reissued. Requirements must be satisfied to upgrade to the next certification level.
 - 3. Basic Certificate is a three-year certificate for teacher, librarians, school counselors, and related services providers. Basic Certificate will be issued upon submission of completed requirements. If the applicant has met all the requirements for both the Basic and Standard Certificate with Endorsement, then the Standard Certificate will be issued.
 - A. Eligibility Requirements:
 - i. Applicant must meet eligibility requirements for Provisional Certificate.
 - iv. Test Result showing that a teacher applicant for grades 7-12, excluding related services providers, has taken and passed Praxis II exam.
 - C. Term: The Basic Certificate shall be issued and valid for a period of three (3) years. The Basic Certificate is invalid after its expiration date and shall not be reissued.
 - 4. Standard Certificate with Endorsement is a five-year certificate for teachers, librarians, school counselors and related services providers.

- A. Eligibility Requirements:
 - i. The applicant must meet the eligibility requirements for the Provisional Certificate and the Basic Certificate.
 - B. Education: Certification Course Requirements
 - i. Standard Certificate with Elementary Education
Endorsement: Teacher teaching in elementary schools must complete the following courses or equivalent.
 - a. Instructional Technology
 - b. NMI History/Pacific Institute (NMI)
 - c. Reading Diagnostic
 - d. Tests and Measurements
 - e. Language Arts Method
 - f. Math Methods
 - g. Science Methods
 - h. Social Studies Methods
 - i. Curriculum in Early Childhood Education
 - iv. Standard Certificate with Secondary Education
Endorsement: Teacher teaching in the junior and senior high schools must complete the following courses or equivalent.
 - a. Instructional Technology
 - b. NMI History/Pacific Institute (NMI)
 - c. Reading Diagnostic
 - d. Tests and Measurement
 - e. Methods in Content Area
 - f. 3 courses in the Content Area (9 credits)
 - C. Term: Teachers, librarians, school counselors and related service providers may renew the Standard Certificate with Endorsement every five years with submittal of the eligibility requirements. In addition, there must be proof of completion of 60 hours of seminars, workshops, or in-service training as sanctioned by PSS and/or equivalent university/college courses.
- 5. Professional Certificate is a ten-year certificate for qualified teachers, school counselors, and librarians and the related services providers. Upon completion of the Standard Certificate with Endorsement, an applicant may pursue the Professional Certificate. For school administrators, the Professional Certificate is a four-year certificate.
- A. Eligibility Requirements:
 - i. Meet the eligibility requirement of a Standard Certificate with Endorsement.
 - B. Education: Certification Course Requirements

- i. The applicant must provide a certified copy of the transcript of courses showing satisfactory completion of a master or doctorate degree in the field of education; or a masters or doctorate degree in a specialized area. The specialized fields area shall include any of the following for classroom teachers, librarians, school counselors, and school administrators.
 - a. Secondary Education Masters in Specialized Content Area
 - b. Special Education
 - c. Early Childhood Education
 - d. Counseling
 - e. Education: Administration and Supervision
 - f. Other specialized area in education

- C. **Term:** Teachers, librarians, school counselors and related service providers may renew the Professional Certificate every ten years with submittal of the eligibility requirements. School administrators may renew the Professional Certificate every four years with submittal of the eligibility requirements. In addition, all qualified applicants must proved proof of completion of 60 hours (120 hours for administrators) of seminars, workshops, or in-service training as sanctioned by PSS and/or equivalent university/college courses.

IMPLEMENTATION OF THE CNMI PLAN

The responsibility for developing the CNMI plan was delegated to the Assistant Human Resources Officer.

SECTION 2 *A description of the process the state has used to establish implementation procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. The state must include any necessary state-specific interpretation of the guide and describe the steps it has taken to provide all public and private institutions that have teacher preparation programs with the opportunity to participate in the development of the procedures.*

OVERVIEW

In the CNMI, there is only one (1) institution of higher education (IHE) with a teacher preparation program, namely the Northern Marianas College (NMC). NMC currently holds accreditation from the Western Association of Schools and Colleges. The College has a School of Education (SOE) that offers a Bachelor of Science in Elementary Education.

In addition, PSS and the SOE have been dialoguing on or working together in several areas that include the following:

- Endorsement in Special Education
- Certificate of Completion in Early Childhood Education
- Certificate of Completion in Early Intervention
- Certificate in Related Services
- Student-Teaching
- Professional Development
 - Harvard Project Zero Summer Institute
 - Instructional Technologies Teaching Workshops
 - Service Learning
 - Workshops
- PRAXIS
- Pacific Resources for Education and Learning (PREL)/PSS Mentor Project
- Rota Island Eco-Education Summer Camp
- Teacher Candidacy Program
- Networking with Rota and Tinian Satellite Centers
- CNMI Teacher Certification Endorsements

SECTION 3 *Describe the procedures that ensure that the state and each institution that reports to it will use the definition of "teacher preparation program," "program alternative routes," "pass rates," "waivers," and other terms that the guide established. Also describe the procedures that ensure that the information to be reported by the state and institutions, including pass rates, is complete and accurate.*

OVERVIEW

The NMC School of Education Director and PSS met and agreed to adhere to the key definitions found in the Guide as follows:

- **Teacher Preparation Program:** A state-approved course of study, the completion of which signifies that an enrollee has met all the state's education and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification as defined by the state. Also, it may be within or outside an IHE.
- **Program Completer:** A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.
- **Alternative Route to Certification or Licensure:** As defined by the state.
- **Regular Teacher Preparation Program:** Any teacher preparation program that is not an alternative route to initial certification or licensure.
- **Waiver:** Any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state or any other state.

Program completers of NMC SOE must meet the following requirements:

Only courses passed with a grade of "C" or better will be accepted for graduation for the baccalaureate degree. All graduates must pass the core courses, general education courses, and required Education courses as listed in the Individual Degree Plan (IDP – See Appendix 2). In addition, before graduation and generally during student teaching, all NMC baccalaureate degree candidates are required to successfully complete a Technology Passport, which indicates demonstrated competence in a variety of technological areas.

It is recommended that graduates seeking CNMI Teacher Certification obtain Teacher Certification requirements from the Public School System. The Public School System, in

turn will work with NMC to establish cohort groups to begin the process of obtaining PSS teaching certification.

The Technology Passport

The NMC School of Education Technology Passport has been developed to ensure that each graduating teacher candidate is able to use instructional technology in compliance with national and local standards. This requires evidence that all teacher candidates can demonstrate certain competencies before graduating.

The Technology Passport outlines specific competencies in technology that all SOE teacher candidates must master before graduation. The competencies must be completed between the entrance into teacher candidacy status and graduation. The competencies and skills required to complete the Technology Passport are based upon International Society for Technology in Education (ISTE) and CNMI PSS Student Technology Standards and benchmarks.

Alternative Route to Certification and Licensure

Historically, applicants who have not completed a university-sponsored teacher preparation program and have an earned bachelor's degree may apply and receive a Provisional Certificate upon successful completion of the employment and application process. Under the Title II reporting definition for waivers, teachers with Provisional Certification will be included in the waiver data for the CNMI.

The PSS will continue to rely on those applicants who hold Provisional Certification to pursue taking the required courses to meet the Basic Certification requirements.

SECTION 4 *Describe the major steps for preparing, calculating, verifying and reporting pass rates. The state does not need to provide details about exactly how the matching and calculation will be accomplished.*

OVERVIEW

In collaboration with the NMC, the Praxis I Pre-Professional Skills Test (PPST) and the Praxis II Core Content Tests are being offered on pre-established test dates as determined by ETS. Praxis I PPST is required by NMC for all students entering the education program.

Effective 11/05/2004 and amended November 2005, the CNMI PSS BOE accepted as policy the requirement of Praxis I and Praxis II for ALL classroom teacher certification beginning August 2006.

NMC School of Education Reporting Schedule

April	NMC submits its Anticipated List of program completers and related information needed for pass rate calculation to the state
May	NMC submits its Final List of program completers and related information needed for pass rate calculation to the state
Nov. – Dec.	State will extract test scores for program completers and calculate pass rates. Please note that the test scores in the CNMI will reflect scores from individual courses as required under the IDP (see appendix 2).
December	State will send NMC testing reports.

SECTION 5 *Confirmation of the establishment of (1) a list of subject areas in which program completers may receive certification or licensure and the relevant certification or licensure assessment(s) for each area of specialization, (2) cut/passing scores for each assessment taken by the cohort of program completers, (3) a common format for institutions to use in sending the names for their programs completers and their areas of specialization to the state or testing company, and (4) a common format for the state or testing agency to use in sending test scores of program completers back to the institution.*

OVERVIEW

Please refer to Section 4 Overview.

Praxis Tests Please see Appendix 1

The NMC will provide a list of all program completers within the selected time frame.

SECTION 6 *Miscellaneous required information*

OVERVIEW

Uniform reporting will be accomplished due to collaborative networking between institution and state.

Implementation of the CNMI Plan

The CNMI has identified the academic year, the test closure date and the process for verifying program completers and pass rates.

Academic Year

The academic year for the 2005-2006 program completers began August 2005 and will end May 2006.

Test Closure Date

The test closure date is the last date the 2005-2006 program completers may take an assessment and have the test score(s) included in the pass rates.

The process and dates by which institution will receive data to verify the list of their programs completers, matched by the testing agency or state agency and the pass rates on certification or licensure assessments their program completers have taken in their area of specialization.

This information will be sent by NMC to the State once final exams are completed in May 2006.

Information institutions will receive to enable them to verify pass rates, including explanations for any limitation in the data provided.

The information that NMC requires to verify pass rates involve the scores from individual NMC courses as defined in the IDP (see appendix 2).

Resolution Process

The dispute resolution process will be defined collaboratively between the state and the institution of higher education (IHE).

SECTION 7 *A description of the state's procedures for identifying low-performing teacher preparation programs in institutions of higher education, programs "at risk" of being considered low-performing, and the technical assistance provided to low-performing programs.*

This section refers to the NMC teacher preparation program and its ability to monitor program completer's performance within its Education Program. PSS is not involved in this process.

CNMI Plan for Title II Reporting Requirements

APPENDIX 1 - PRAXIS



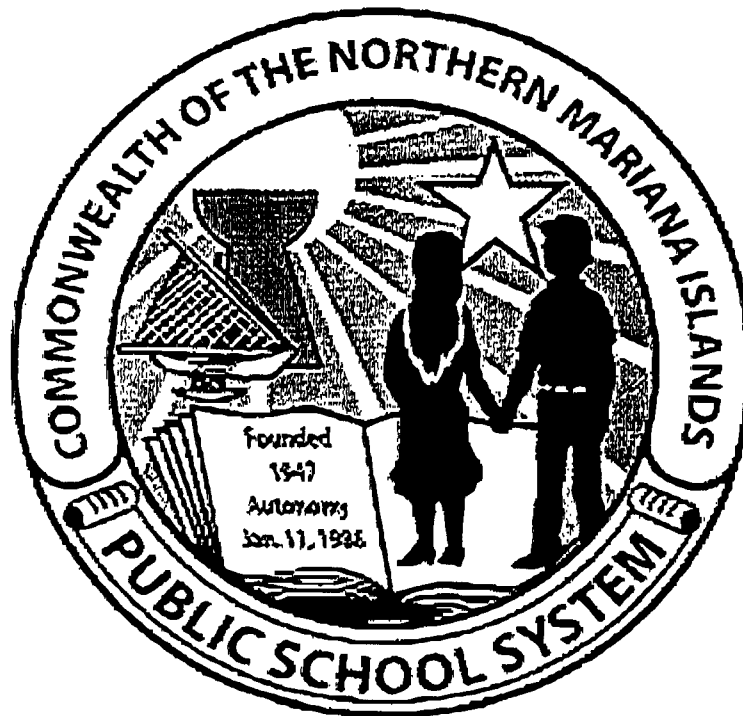
APPENDIX 1 - INFORMATION FOR PRAXIS TESTS

PRAXIS I: PRE-PROFESSIONAL SKILLS TEST (PPST)				
Test Code	Test Name	Range	CNMI Standard	Avg. Performance Range
10710	PPST: Reading	-	170	-
10720	PPST: Writing	-	170	-
10730	PPST: Mathematics	-	170	-

PRAXIS II - CONTENT KNOWLEDGE				
Test Code	Test Name	Range	CNMI Standard	Avg. Performance Range
10133	Art: Content Knowledge	100-200	166	162-180
20235	Biology Content Knowledge	100-200	152	149-171
20241	Chemistry Content Knowledge	100-200	152	152-179
20571	Earth & Space Sciences Content Knowledge	100-200	152	153-180
10271	Ed. of Deaf and Hard of Hearing Students	100-200	144	169-181
20353	Education of Exceptional Students: Content Knowledge	100-200	156	164-184
20382	Education of Exceptional Students: Learning Disabilities	100-200	165	165-184
20542	Education of Exceptional Students: Mild to Moderate Disabilities	100-200	172	172-190
20544	Education of Exceptional Students: Severe to Profound Disabilities	100-200	159	159-181
10014	Elementary Education: Content Knowledge	100-200	146	150-175
10041	English: Language, Literature & Composition	100-200	164	166-188
10435	General Science Content Knowledge	100-200	153	155-181
20856	Health & PE Content Knowledge	100-200	150	154-170
10061	Mathematics Content Knowledge	100-200	136	127-156
10049	Middle School English Language Arts	100-200	158	162-183
20069	Middle School Mathematics	100-200	150	150-176
10439	Middle School Science	100-200	145	144-169
20089	Middle School Social Studies	100-200	150	155-178
10113	Music Content Knowledge	100-200	150	156-174
30521	PLT - Early Childhood	100-200	163	172-188
30523	PLT - Grades 5-9	100-200	157	164-179
30524	PLT - Grades 7-12	100-200	157	167-180
30522	PLT - Grades K-6	100-200	163	167-181
20420	School Guidance & Counseling	250-990	580	610-700
10951	Social Sciences Content Knowledge	100-200	155	149-169
10081	Social Studies Content Knowledge	100-200	157	157-178
10191	Spanish Content Knowledge	100-200	160	162-187
10352	SPED: Application of Core Principles...	100-200	147	144-161
10351	SPED: Knowledge-based Core Principles	100-200	147	154-174
10690	SPED: Preschool/Early Childhood	250-990	550	600-690
10381	SPED: Teaching Students w/ Learning Disabilities	100-200	153	153-176
10321	SPED: Teaching Students w/ Mental Retardation	100-200	148	148-166
10371	SPED: Teaching Students w/Behavioral Disorders/Emotional Disturbance	100-200	159	159-176
10280	Teaching of Visually Impaired	250-990	700	700-790
10880	Teaching Speech to Students w/Language Impairments	250-990	630	630-740
10890	Vocational General Knowledge	250-990	560	610-760
10941	World & US History Content Knowledge	100-200	152	145-174

CNMI Plan for Title II Reporting Requirements

APPENDIX 2 – NMC INDIVIDUALIZED DEGREE PLAN (IDP)



his IDP is effective Jan. 2006

Northern Marianas College
Individualized Degree Plan
B.S. Degree in Elementary Education

Name: _____

Date: _____

Student ID#: _____

English Placement: _____

Phone #: _____

Math Placement: _____

Course Name	Course #	Cr	Term/Yr	Grade*	Alternative
Core Course Requirements					
Fundamentals of Speech Communication	CO 210	3			
English Composition I	EN 101	3			
Health & PE for Elementary Teachers	HE 240	3			
Intermediate Algebra (or higher)	MA 132	4			
Current Issues in the CNMI	SO 297	3			
TOTAL		16			
General Education Requirements					
Principles of Democratic Institutions	PS 110	3			
Literature	LI 150 / 250	3			
Biological Science		4			
Physical Science		4			
English Composition II	EN 202	3			
Geography	GE 101 / 201	3			
General Psychology	PY 101	3			
History	HI 101/102/121or122	3			
History of the Northern Mariana Islands	HI 255	3			
Fine Arts	AR 101 / 135	3			
Performing Arts	DR 101/120/MU106	3			
Language I		4			
TOTAL		39			
Program Requirements					
Introduction to Computers for Teachers	ED 105	3			
Introduction to Teaching & Participation	ED 110	4			
Child Development	ED 205	3			
Multicultural Foundations	ED 282	3			
Educational Psychology	ED 300	3			
Teaching Linguistically Diverse Students	ED 306	3			
Inclusive Practices for Child w/ Learn Diff	ED 315	3			
Children's Literature	ED 319	3			
Fine Arts for Elementary Teachers	ED 320	3			
Lit & Lang Arts for Elementary Teachers	ED 321	4			
Math for Early Elementary Teachers	ED 330	3			
Math for Upper Elementary Teachers	ED 332	3			
Science Inquiry Methodology	ED 333	3			
Social Studies in Action: A Method Course	ED 334	3			
Diagnostic & Prescriptive Reading	ED 335	5			
Assessment & Evaluation	ED 350	3			
Instructional Strategies & Classroom Mgmt	ED 351	3			
Educational Technology	ED 380	3			
Integrated Planning & Programs	ED 470	3			
Integrated Lessons & Activities	ED 471	4			
Student Teaching Practicum	ED 492	12			
TOTAL		77			
TOTAL CREDIT HOURS		192			

* Only grades of "C" or better will be accepted in all courses.

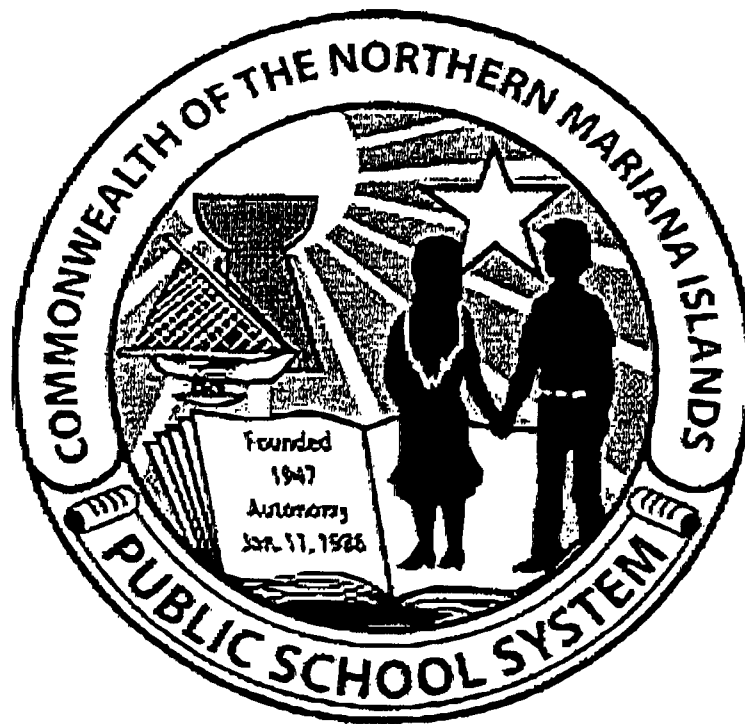
Academic Council Chair

Date

Dean of Academic Programs and Services Date

CNMI Plan for Title II Reporting Requirements

APPENDIX 3 NMC School of Education Catalog



Revised February 10, 2006, Non-BOR Approved Document

SCHOOL OF EDUCATION

TEACHER PREPARATION PROGRAM

The NMC School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education. The SOE also offers certificate programs in Early Childhood Education, Related Services, and Early Intervention. An endorsement program for specialized training beyond the B.S. degree is provided in Special Education.

A Curriculum Resource Center (CRC) supports the Teacher Preparation Program. The CRC serves as a specialized resource center that is linked to the main NMC library system. Its holdings include texts for educational research and curriculum materials to enhance constructivist-teaching methodology and provide primary resources for education students, teachers-in-training, and mentor teachers. Any student registered for an education course has access to the resources available in the CRC.

The Elementary Education Program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. The educational faculty design courses to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices.

STATEMENT OF PHILOSOPHY

The Commonwealth of the Northern Marianas Islands is geographically isolated, culturally diverse, and rich in human resources. It is populous and growing, and every day brings forth new challenges to traditional ways and fresh opportunities for insights and growth. For a society to prosper and thrive, it requires individuals who can sustain tradition while accommodating change. As the primary provider for initial teacher education in the CNMI, Northern Marianas College's School of Education is committed to preparing knowledgeable and dedicated teachers for the community.

Teachers are essential conduits of culture. They provide insights into the past; they enlarge world views; they deepen understanding of both the familiar and the arcane. They develop all the intelligences that make up humanity. At their best, they lead students to an awareness of the way life works. They supply students with the emotional skills needed to understand themselves and to get along with others.

To contribute fully to society, individuals need a foundation of knowledge, good communication and interpersonal skills, the capacity to think critically and creatively, and the ability to solve problems. The School of Education endeavors to provide teachers-in-training with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their students. The department's Teacher Preparation Program strives to instill in its participants the fundamental competence they need to observe, contemplate, evaluate, and instruct learners of all ages, backgrounds, and abilities.

Revised February 10, 2006, Non-BOR Approved Document

The School of Education faculty and staff are equally dedicated to personal growth and self-improvement. Faculty work to keep abreast of insights and innovations in the fields of Early Childhood, Elementary, English as a Second Language, Multicultural Education, and Special Education. They seek to use and instill what is viewed as the most effective practices in all areas of education. Faculty work to implement fresh directions in curriculum and instruction. Innovative approaches and research-based practices are the foundation of the School of Education curriculum. School of Education faculty set high standards and hold high expectations for all students and mentors.

PROGRAM STANDARDS

The School of Education serves the CNMI by providing a teacher education program for students seeking baccalaureate degrees. In preparing this program's curriculum, the School's faculty has been guided by standards developed by the National Council for Accreditation of Teacher Education (NCATE) and their affiliates. The NCATE has also been involved in creating Program Standards for Elementary Teacher Preparation. A committee comprising representatives from 19 national standard-setting associations, organizations, and projects has prepared these standards, a work in progress. The School of Education wholly endorses these standards as program guidelines.

Standard 1. DEVELOPMENT, LEARNING, AND MOTIVATION. Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2. CURRICULUM. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-8 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels:

2. a. Candidates demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. b. Candidates know, understand, and use the fundamental concepts in the subject matter of science - including physical, life, and earth and space sciences - as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;
2. c. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

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- 2. d. Candidates know, understand, and use the central concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
- 2. e. Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, function, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;
- 2. f. Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and the practice of skills that contribute to good health;
- 2. g. Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students;
- 2. h. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Standard 3. INSTRUCTION. Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community:

- 3. a. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;
- 3. b. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;
- 3. c. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4. ASSESSMENT. Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

Standard 5. PROFESSIONALISM. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher:

- 5. a. Candidates are aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;

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5. b. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of children;

5. c. Candidates foster relationships with schools, colleagues, and agencies in the larger community to support students' learning and well being.

STUDENT LEARNING OUTCOMES

As indicated by the standards listed above, the SOE provides students with courses rich in both theoretical foundations and practical experiences. In line with this, the SOE states that, upon completion of the B.S. degree in Elementary Education, students will be able to:

1.0 Cognitive (Knowledge/Understanding)

- 1.1 Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
- 1.2 Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
- 1.3 Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development; analyze and explain the impact that current global, regional, national, and local issues have on students, families and schools in the CNMI.

2.0 Skills/Abilities

- 2.1 Explain and demonstrate basic educational methods and techniques.
- 2.2 Identify regional and national subject matter standards and plan and teach lessons that meet those standards.
- 2.3 Develop and write teaching plans, long- and short-term integrated units, lesson and activity objectives, and plan, teach and evaluate classroom lessons at all levels K-8.
- 2.4 Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.
- 2.5 Design and teach lessons that reflect and respect the various cultural influences that make up modern society.
- 2.6 Design and teach lessons and activities that develop deductive reasoning, problem-solving and critical thinking skills.
- 2.7 Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.
- 2.8 Design and teach lessons that encourage the development and growth of inquiry strategies.
- 2.9 Use a variety of assessment tools and techniques to evaluate student work and achievement.

3.0 Affective Outcomes (Beliefs, Values, Opinions)

- 3.1 Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.

Revised February 10, 2006, Non-BOR Approved Document

3.2 Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

CURRICULUM GUIDELINES

Model Teaching

School of Education faculty share a belief that students will teach as they have been taught. When SOE faculty sends students for classroom observations, they expect them to identify and recognize effective practices. Likewise, when they teach college courses, they exhibit model teaching for their students. The SOE faculty provides a multitude of approaches to the content of their courses. Self-reflection is valued and encouraged.

Integrated Curriculum

In elementary schools, an integrated approach allows students to put ideas into perspective and to see and make connections across content areas. Current research in brain-based learning demonstrates that integrated, thematic teaching approaches help students to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher preparation program, SOE faculty assumed a similar approach would be effective with teachers-in-training. Thus, faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

Cultural Diversity

The SOE recognizes that schools in the CNMI are made up of students from a variety of cultural backgrounds. Heterogeneity in the classroom is strength; the varying world views and perceptions of different students combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. The School of Education faculty value cultural diversity and provide teachers-in-training with the methodology necessary to tap the cultural strengths that they will find in their classes.

Purposeful Learning

Elementary students learn best when they create and produce products for a purpose. Purposeful learning enhances intrinsic motivation and silences unwanted distractions. As it is for elementary students, so it is for adults in college. The School of Education faculty provides learning experiences that will result in students working with purpose toward objectives. By focusing on projects and products, students gain practical experience and develop confidence that comes with demonstrable knowledge.

Cooperative and Collaborative Learning

As humans are social beings, so learners of every age thrive in social settings. Pacific islanders have long known the value of assistance and the power of the group mind; brain research shows group minds to be wiser than individual minds. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. The School of Education faculty encourages a healthy mix of group and individual work in classes.

Revised February 10, 2006, Non-BOR Approved Document

Writing Across the Curriculum

The most important skill that can be learned in school is literacy. The ability to read and write is the foremost determiner of success in school and, in many cases, life itself. Teachers need to model and encourage effective writing whenever possible. SOE courses explicitly develop reading and writing approaches for every topic prospective teachers may encounter. Likewise, students in many courses keep reflective, interactive journals to consider ideas and express opinions. The journals are then used to link and make connections among the various curriculum topics covered across the program.

Multiple Intelligences

Educators throughout the world have slowly come to accept the idea that intelligence is more than the ability to choose correct answers on an IQ test. Intelligence is now seen as *a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*. Furthermore, intelligence is multiple rather than singular; the intelligences include the verbal-linguistic, mathematical-logical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. Information and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners.

Authentic and Portfolio Assessment

As intelligence is multiple, it follows that learners cannot express the totality of what they know or can do on simple pen and paper tests. Programs therefore encourage a variety of approaches and use of authentic assessment. These assessments are determined at the planning stage and are in line with course objectives. Students are thus expected to develop portfolios of materials they create and evidence of activities and projects.

Field Experience

Field experience is the core of the SOE program. Ultimately, everything begins and ends with the field experience. The CNMI Public School System and private schools provide for observation and practice teaching. The SOE faculty demand from students extensive field experience and they gain experience from the beginning of their educational careers.

Ongoing Development

School of Education faculty is sincerely dedicated to providing the CNMI with the best possible teachers. SOE faculty strive to accomplish this by assisting SOE teachers-in-training to develop, recognize, and realize their strengths as teachers and as human beings. School of Education faculty examines and re-examines the School's approaches and methods and stay active professionally and personally.

Revised February 10, 2006, Non-BOR Approved Document

ADMISSION REQUIREMENTS

All students who plan to major in Elementary Education must first be admitted to Northern Marianas College. Students may then declare Elementary Education as their major after they have successfully completed with a "C" grade or better the following courses: EN 101, MA 132, CO 210, HE 240, and SO 297. Elementary Education majors, upon achieving junior standing, must seek admission to Teacher Candidacy Status.

Admission to Teacher Candidacy Status

Application for Teacher Candidacy should take place during the semester the student completes 54-60 semester hours of applicable college credits towards the B.S. in Elementary Education and meets all the specific prerequisite requirements. Applications may be obtained from the SOE administration office, currently located in FS-16. The completed application is to be submitted to the School of Education Director or designee prior to the announced deadline. Students should inquire about this process early in the semester.

All students wishing to register for School of Education 300 and 400 level classes are required to submit an application for admission to the SOE demonstrating that he or she has met the following requirements:*

1. Successful completion of EN 202 or above from NMC or the equivalent from a U.S. accredited institution. The NMC OAR must verify required documentation through an official transcript.
2. Successful completion of MA 111 or higher or its equivalent from a U.S. accredited institution. The NMC OAR must verify such through an official transcript.
3. Successfully complete all prerequisite courses of any 300/400 level education class in which they choose to register. Exceptions are those students who have successfully completed prerequisite courses from a U.S. accredited institution, OAR verification through official transcripts, and the approval of the School of Education Director or designee.
4. Hold a cumulative grade point average (GPA) of 2.8 or more based upon all applicable BSEE credits earned at the time of application.
5. Submit an official copy of scores for the Praxis I - PPST (Preprofessional Skills Test, Basic Skills and General Knowledge) in reading, writing, and mathematics. Although the Praxis may be taken more than once, students will not be accepted in 300 and 400 level classes until they have evidence of meeting the following established baseline scores: Mathematics Score of 162, Writing Score of 161, and a Reading Score of 160.
6. Submit to the OAR official transcripts for all earned credits outside of NMC.

*NMC School of Education students who have successfully completed 12 credit hours of 300/400 level classes as of December 15, 2003 are exempt from the Praxis I. After November 1, 2003 all students must meet all prerequisite course requirements for any 300/400 level classes.

Revised February 10, 2006, Non-BOR Approved Document

The SOE will establish deadlines for submission of the application and all required materials.

The PRAXIS I requirement became effective for the spring term 2005.

The successful candidate will receive an Individualized Degree Plan (IDP) for guidance and assistance throughout the program and be assigned an advisor.

A review by the SOE is required of each application. The student will be provided with a statement of full admission to teacher candidacy, provisional admission to teacher candidacy, or denial with cause no later than 7 calendar days from the date of the interview. The successful candidate will receive an individualized Degree Plan (IDP) for guidance and assistance throughout the program and be assigned an advisor.

Special Admissions to Teacher Candidacy

Students in the following categories will be admitted as provisional members of the SOE in accordance with the requirements listed below. Applications may be obtained from the SOE administration office, currently in FS-16. The completed application is to be submitted to the Director of the School of Education prior to the announced deadline.

Transfer students with 60 or more semester hours of earned credit acceptable to the admissions to teacher candidacy but who do not meet all course prerequisites shall:

1. Follow all application procedures and rules.
2. Submit results of the PRAXIS I.
3. Verify the successful completion of EN 202 and MA 111 or higher or the equivalent from an accredited U.S. institution through the OAR.
4. Register for prerequisite courses.

When all requirements are met, the transfer student will become a teacher candidate of the SOE.

Holders of a baccalaureate degree in the field of Education or a related field from an accredited U.S. institution or recognized non-U.S. institution must meet all entrance and GPA requirements. Holders of degrees from unaccredited institutions must submit an application and meet all entrance and GPA requirements.

GRADUATION REQUIREMENTS

Only courses passed with a grade of "C" or better will be accepted for graduation for the baccalaureate degree. All graduates must pass the core courses, general education courses, and required Education courses listed below. In addition, before graduation and generally during student teaching, all NMC baccalaureate degree candidates are required to successfully complete a Technology Passport, which indicates demonstrated competence in a variety of technological areas.

Revised February 10, 2006, Non-BOR Approved Document

It is recommended that graduates seeking CNMI Teacher Certification obtain Teacher Certification requirements from the Public School System.

The Technology Passport

The NMC School of Education Technology Passport has been developed to ensure that each graduating teacher candidate is able to use instructional technology in compliance with national and local standards. This requires evidence that all teacher candidates can demonstrate certain competencies before graduating.

The Technology Passport outlines specific competencies in technology that all SOE teacher candidates must master before graduation. The competencies must be completed between the entrance into teacher candidacy status and graduation. The competencies and skills required to complete the Technology Passport are based upon International Society for Technology in Education (ISTE) and CNMI PSS Student Technology Standards and benchmarks.

BACCALAUREATE DEGREE COURSES IN ELEMENTARY EDUCATION

The NMC School of Education offers the Bachelor of Science degree in Elementary Education. Students take core courses and general education courses in the Arts and Sciences before completing their required Education courses, including the 12-credit student teaching requirement. Students successfully completing all of the requirements then receive an accredited baccalaureate degree in Elementary Education.

100/200-LEVEL PREREQUISITES AND REQUIREMENTS

CORE COURSES	COURSE NUMBER	CREDITS
Speech	CO 210	3
English	EN 101	3
Health, PE, and Nutrition for Elem.	HE 240	3
Math	MA 111 or higher	4
Current Issues in the CNMI	SO 297	<u>3</u>
Subtotal		16 credits

GENERAL EDUCATION REQUIREMENTS

Political Science	PS 110	3
Literature	LI 150 or 250	3
Biological Science-any	BI	4
Physical Science-any	NS/CH/NR	4
English Composition II	EN 202	3
World Regional Geography	GE 101/202	3
Psychology	PY 101	3
History	HI 101/102/121/or 122	3
NMI History	HI 255	3
Fine Arts	AR 135 or AR 101	3
Performing Arts (choose one)	DR 101 or DR120 or MU 106	3
Language I (choose one)	Any language	<u>4</u>
Subtotal		39 credits

Revised February 10, 2006, Non-BOR Approved Document

PROGRAM REQUIREMENTS

Introduction to Computers for Teachers	ED 105	3
Introduction to Teaching	ED 210	4
Child Development	ED 205	3
Multicultural Foundations	ED 282	3
Educational Psychology	ED 300	3
Teaching Linguistically Diverse Students	ED 306	3
Inclsive Pract./Child. with Learn. Problems	ED 315	3
Children's Literature	ED 319	3
Fine Arts for Elementary	ED 320	3
Literature & Lang. Arts for Elem. Tchrs	ED 321	4
Math for Early Elementary Teachers	ED 330	3
Science as Inquiry Methodology	ED 333	3
Soc. Studies in Action: Method. Course	ED 334	3
Instructional Strategies & Classroom Mgmt	ED 351	3
Integrated Planning & Programs	ED 370	3
Math for Upper Elem. & Middle School	ED 432	3
Diagnostic and Prescriptive Reading	ED 435	5
Assessment & Evaluation	ED 450	3
Integrated Lessons & Activities	ED 471	4
Educational Technology	ED 480	3
Student Teaching Practicum	ED 492	<u>12</u>
Subtotal		77 credits
B.S. Elementary Education Total		132 Credits

Revised February 10, 2006, Non-BOR Approved Document

SUGGESTED COURSE SEQUENCE - BS in TEACHER EDUCATION MAJOR

<p>Freshman - Semester 1</p> <ul style="list-style-type: none"> ❖ EN 101 - English ❖ ED 105 - Computers (<i>EN PL 101</i>) ❖ HI 101/102/121 or 122 - History ❖ AR101or135 ❖ Foreign Language <p>Total 16 Credits</p>	<p>Freshman - Semester 2</p> <ul style="list-style-type: none"> ❖ EN 202 - English ❖ MA 111 or Higher - Mathematics ❖ CO 210 - Speech ❖ SO 297 - Current Issues <p>Total 13 Credits</p>
<p>Sophomore - Semester 1</p> <ul style="list-style-type: none"> ❖ PS 110 - Political Science ❖ Physical Science ❖ PY 101 - Psychology ❖ ED 210 - Intro. To Teaching <p>Total 14 Credits</p>	<p>Sophomore - Semester 2</p> <ul style="list-style-type: none"> ❖ ED 205 - Child Development ❖ ED 282 - Multicultural Foundations ❖ HE 240 - P.E./Health ❖ Biological Science <p>Total 13 Credits</p>
<p>Junior - Semester 1</p> <ul style="list-style-type: none"> ❖ LI 150/250 - Literature ❖ HI 255 - CNMI History ❖ GE 201/101 - Geography ❖ DR101or120orMU106 <p>Total 12 Credits</p>	<p>Junior - Semester 2</p> <ul style="list-style-type: none"> ❖ ED 300 - Educational Psychology ❖ ED 319 - Children's Literature ❖ ED 370 - Integrated Plan. & Programs ❖ ED 351 - Inst. Strat. & Class. Management <p>Total 12 Credits</p>
<p>Senior - Semester 1</p> <ul style="list-style-type: none"> ❖ ED 315 - Inklus.Prac.Child.Learn. Diff. ❖ ED 321 - Lang. Arts for Elem. Tch. ❖ ED 330 - Math for Early Elementary Tchrs ❖ ED 320 - Fine Arts for Elem. Teachers <p>Total 13 Credits</p>	<p>Senior - Semester 2</p> <ul style="list-style-type: none"> ❖ ED 432 - Math for Upper Elem./Middle ED 333 - Science as Inquiry Method ❖ ED 334 - Soc. St. in Action: Method. Crs. ❖ ED 435 - Diag. & Prescriptive Reading <p>Total 14 Credits</p>
<p>Ninth Semester - Credential Courses</p> <ul style="list-style-type: none"> ❖ ED 306 - Teaching Linguist. Diverse S. ❖ ED 450 - Assessment & Evaluation ❖ ED 480 - Educational Technology ❖ ED 471 - Integ. Lessons & Activities <p>Total 13 Credits</p>	<p>Tenth Semester - Credential Courses</p> <ul style="list-style-type: none"> ❖ ED 492 - Student Teaching Practicum <p>Total 12 Credits</p>

The blended BS in Education, Teacher Education Major Program consists of a total of 132 credits.

Revised February 10, 2006, Non-BOR Approved Document

PREREQUISITES REQUIRED

<u>Course</u>	<u>Prerequisite(s)</u>
ED 105	EN 83/84 EN 101
ED 210	EN 101
ED 205	EN 101, PY 101
ED 282	EN 101, ED 210
ED 300*	EN 202, PY 101, ED 210
ED 306	EN 202, ED 300
ED 315	EN 202, ED 300
ED 319	EN 202, ED 300
ED 320	EN 202, AR 135 or AR 101, ED 300
ED 321	EN 202, ED 300, ED 370, ED 319 **, ED 351
ED 330	EN 202, MA 111 or higher, ED 300
ED 351	EN 202, ED 300
ED 352	EN 202, ED 300, ED 350, ED 351
ED 360	EN 202, ED 300, ED 350, ED 351
ED 362	EN 202, ED 300, ED 350, ED 351, ED 352
ED365	EN 202, ED 300, ED 350, ED 351
ED 370	All general education requirements
ED 395	EN 202, ED 300, ED 350, ED 351, ED 352 (concurrent enrollment with ED 397)
ED 397	EN 202, ED 300, ED 350, ED 351, ED 352 (concurrent enrollment with ED 395)
ED 432	EN 202, MA 111 or higher, ED 300, ED 330
ED 433	100/200 science requirements (8 cr.), MA 111 or higher, ED 300, ED 370, ED 351, EN 202
ED 434	100/200 level hist./pol.sci./geog. requirements, EN 202, ED 300, ED 370
ED 435	EN 202, ED 300, ED 319, ED 321, ED351, **Take ED 435 prior to ED 471,
ED 450	EN 202, ED 300, ED 370
ED 471	ED 335 (ED 471 must be taken the semester before Student Teaching)
ED 480	EN 202, ED 105, ED 300
ED 492	ED 300 through 471

*Alternative GPA calculation: Teacher candidates not achieving a cumulative 2.80 GPA may ask for consideration of an alternative GPA calculation based on the students most recent coursework.

** The course can be taken concurrently with this prerequisite.

***Special arrangements must be made.

ENDORSEMENTS

Endorsement in Special Education

The endorsement courses in Special Education were designed to address the needs of teachers graduating with the baccalaureate degree in Elementary Education who plan to work as Special Education teachers in the CNMI Public School System or elsewhere. Students taking these courses in addition to their baccalaureate degree courses would graduate with the Bachelor of Science in Elementary Education with an endorsement in Special Education. Teachers who hold degrees in education who seek an endorsement in

Revised February 10, 2006, Non-BOR Approved Document

Special Education must meet prerequisite requirements or the equivalent in EN 202, MA 111 or higher, ED 300, ED 315, ED 351, and ED 450 by OAR, and permission of the Director of the School of Education.

Program Requirements	Credits
ED 247 Medical Implications of Students with Disabilities	3
ED 300 Educational Psychology	3
ED 315 Inclusive Practices for Students with Learning Problems	3
ED 351 Instruct. Strategies & Class. Management	3
ED 352 Behavior Modification In The Classroom	3
ED 360 Modification and Adaptations of Curriculum for SPED Students	3
ED 362 Student Evaluation: Special Education	3
ED 365 Transition And Career Development	3
ED 395 Current Issues/Internship in Special Education	3
ED 397 Current Issues in Special Education	3
ED 450 Assessment and Evaluation	3
TOTAL	33 credits

CERTIFICATES

Certificate of Completion in Early Childhood Education

The Early Childhood Education certificate program was developed to offer Head Start, pre-school, kindergarten, and early primary teachers and teacher aides a more comprehensive focus of study in the area of early childhood education (working with children from birth to age eight). All prerequisites must be met prior to registering.

Program Requirements	Credits
ED 141 Curriculum in Early Childhood Education	3
ED 143 Education for Parenthood	3
ED 144 Guiding and Nurturing Young Children	3
ED 145 Safety & Health for Young Children	3
ED 146 Administration in Early Childhood Education	3
ED 215 Introduction to Exceptional Individuals	3
TOTAL	18 credits

Certificate of Completion in Early Intervention

The Certificate in Early Intervention was designed and created to provide specialized training for educators and paraprofessionals in early intervention, early childhood, and special education. All prerequisites must be met prior to registering.

Program Requirements	Credits
ED 147 Health and Safety for Young Children with Special Needs	3
ED 205 Child Development	3
ED 215 Introduction to Exceptional Individuals	3
ED 252 Early Intervention in Natural Environments	3
ED 253 Partnerships with Families	3
ED 260 Observation and participation in Early Childhood Education	3
ED 292 Observation & Participation in Special Education	1
TOTAL	19 credits

Revised February 10, 2006, Non-BOR Approved Document

Related Services Certificate

The Certificate in Related Services was designed and created to provide specialized training for educators and paraprofessionals in related services for early intervention and special education. All prerequisites must be met prior to registering.

Program Requirements	Credits
ED 111 Introduction to Related Services	3
ED 112 Introduction to Related Services Practicum	3
ED 113 Intermediate Related Services	3
ED 114 Intermediate Related Services Practicum	3
ED 115 Advanced Related Services	3
ED 116 Advanced Related Services Practicum	3
ED 205 Child Development	3
ED 215 Introduction to Exceptional Individuals (First Aid/CPR certificate <i>via</i> Red Cross/CEUs)	3
Two of the Following	
ED 252 Early Intervention in Natural Environments	3
ED 253 Partnerships with Families	3
ED 282 Multicultural Foundations	3
SL 101 Beginning Sign Language I	<u>4</u>
TOTAL	30/32

Revised February 10, 2006, Non-BOR Approved Document

COURSE DESCRIPTIONS

NOTE 1: Most courses indicate an English Placement Level (reading level/writing level), and some a Math Placement Level. These mean that to take the course the student must have successfully completed the English/Math courses at the indicated level *or* be taking them concurrently *or* be eligible to take them. Eligibility is determined by having successfully completed the English/Math course at the immediately preceding level *or* by having placed at or above the indicated level in the English Placement Test or the Math Placement Test.

NOTE 2: Unless otherwise indicated, all prerequisite courses must have been completed with a "C" grade or higher.

NOTE 3: Not all courses are offered every term. See the current *Schedule of Courses* for availability.

EDUCATION

ED 105 Introduction to Computers for Education (3)

This course provides students majoring or working in Education with an introduction to the use of Macintosh computers and computer applications. It introduces them to the Macintosh operating system, to common computer terminology, and to common computer applications, including word processing, databases, spread sheets, graphics, and the Internet. Emphasis is placed on the practical use of these applications in educational settings. English Proficiency Level: 101.

ED 111 Introduction to Related Services (3)

This course is required for the Related Services Certificate. It is designed to provide an understanding of working with children and youth with severe disabilities in educational, recreational, and vocational settings as well as supporting parents and families at home and in the community. In this course, students learn to work with therapists and teachers to provide basic assessment, plan intervention and deliver appropriate intervention to children with severe disabilities in the areas of gross motor and fine motor skills. Concurrent enrollment in ED 112 is required. English Placement Level: EN 093/04.

ED 112 Practicum in Related Services (3)

This course is required for the Related Services Certificate. It is designed to develop practical skills in supporting children and youth with severe disabilities with related services in educational, recreational, and vocational settings as well as supporting parents and families at home and in the community. For each credit hour enrolled, the student is expected to spend 30 hours per semester in an assigned setting. In this course, students learn to work with therapists and teachers to provide basic assessment, plan intervention and deliver appropriate intervention to children with severe disabilities in the areas of gross motor and fine motor skills. Concurrent enrollment in ED 111 is required. English Placement Level: EN 093/094.

Revised February 10, 2006, Non-BOR Approved Document

ED 113 Intermediate Related Services

(3)

This course is required for the Related Services Certificate. It is designed to continue instruction in working with children and youth with severe disabilities in educational, recreational, and vocational settings, as well as supporting parents and families at home and in the community. In this course, student's work with the therapists and teachers to refine their basic assessment skills, plan intervention, and deliver appropriate intervention to children with severe disabilities with a focus in the areas of communication, feeding, nutrition, self-help skills, and creating adaptations. Values promoted throughout the course include (a) family-centered care, (b) cultural sensitivity, (c) age-appropriate activities, (d) functional skills, and (e) collaborative teamwork. Concurrent enrollment in ED 114 is required. English Placement Level: EN 093/094.

ED 114 Intermediate Related Services Practicum

(3)

Intermediate Related Services Practicum is designed to develop further practical skills in supporting children and youth with severe disabilities with related services in educational, recreational, and vocational settings, as well as supporting parents and families at home and in the community. In this course, student's work with the therapists and teachers to refine their basic assessment skills, plan intervention, and deliver appropriate intervention to children with severe disabilities with a focus in the areas of communication, feeding, nutrition, self-help skills, and creating adaptations. Prerequisites: ED 111, ED 112; concurrent enrollment in ED 113. English Placement Level: EN 093/094

ED 115 Advanced Related Services

(3)

Advanced Related Services is designed to continue instruction in working with children and youth with severe disabilities with related services in educational, recreational, and vocational settings, as well as supporting parents and families at home and in the community. In this course, students will refine their skills in planning and delivering appropriate intervention to children with severe disabilities with a focus in the areas of inclusive practices, training others, assistive technology, and rights and advocacy. Concurrent enrollment in ED 116 is required. English Placement Level: EN 093/094.

ED 116 Advanced Related Services Practicum

(3)

Advanced Related Services is designed to continue instruction in working with children and youth with severe disabilities with related services in educational, recreational, and vocational settings, as well as supporting parents and families at home and in the community. In this course, students will refine their skills in planning and delivering appropriate intervention to children with severe disabilities with a focus in the areas of inclusive practices, training others, assertive technology, and rights and advocacy. Concurrent enrollment in ED 115 is required. English Placement Level: EN 093/094

ED 141 Curriculum I in Early Childhood

(3)

This course is required for the Early Childhood Certificate. It introduces activities and techniques that promote learning through creative expression by children during their early childhood years. Content areas include developmentally appropriate practices, learning environments, interest/learning centers along with designing and implementing physical, cognitive, communication and creative activities in the

Revised February 10, 2006, Non-BOR Approved Document

classroom. English Placement Level: EN 093/094

ED 142 Curriculum II in Early Childhood (3)

This course emphasizes activities that promote creative expression by children during their early childhood and elementary years. Content areas include thematic planning, language arts, mathematics, fine arts, creative dramatics and social science. The course is designed to assist early childhood educators, administrators and supervisors in creating a learning environment for young children that is developmentally appropriate and child-directed through their own exploration and investigation. English placement Level: EN 093/094

ED 143 Education for Parenthood (3)

This course is required for the Early Childhood Certificate and is designed to provide the student with a systematic approach to the study of parent-child relationships. This approach is based upon an understanding of developmental theory and is intended to aid individuals who work with both parents and children as well as individuals who either are or will be parents. Course content emphasizes information rather than advice. English Placement Level: EN 093/094

ED 144 Guiding and Nurturing Young Children (3)

This course is required for the Early Childhood Certificate. It is designed to acquaint the student with skills and techniques for nurturing, guiding and directing the behavior of young children. Such skills and techniques include understanding behaviors according to age, building positive self-concepts and planning for prevention of problems. English Placement Level: EN 093/094

ED 145 Safety and Health for Young Children (3)

This course is required for the Early Childhood Certificate. It is an introductory study of methods for establishing a healthy, safe environment for the young child. Included are a basic understanding of a child's nutritional needs and their relationship to growth and development, training and methods of cardio-pulmonary resuscitation (CPR) for the adult and child, standard first aid, identification and handling of suspected child abuse and recognition of and procedures for dealing with communicable disease and illness. English Placement Level: EN 093/094

ED 146 Administration in Early Childhood Education (3)

This course is required for the Early Childhood Certificate. It examines the management and operation of an early childhood program or school. The course is designed to acquaint the student with practices and policies in the management of schools and institutions caring for the development of children in early childhood. Emphasis is placed on effective interpersonal relationships and communication skills of the teacher, coordinator, director or principal of a school or program. English Placement Level: EN 093/094

ED 147 Health & Safety of Young Children in Special Education (3)

Caregivers and service providers for infants and toddlers with special needs will learn about many of the procedures that are required by children with intensive and complex

Revised February 10, 2006, Non-BOR Approved Document

health-care needs. The course is a one unit module out of the three-unit class Health and Safety for Infants and Toddlers. The entire three-unit class is required for the Early Intervention Certificate. This module would also be particularly useful to parents and other caregivers of infants and toddlers with special health needs. It is not meant for medical personnel, but gives the students basic information on how to recognize, monitor and respond appropriately to a variety of health care needs. English Placement Level: EN 093/094

ED 200 Foundations of Education

(3)

This course introduces students to the philosophical and historical foundations of education and their impact on current education in the CNMI. It provides students with an early examination of such key educational topics as legislative effects on education, conflicting theories and philosophies of learning, curriculum evolution in response to societal change, and linguistic and cultural diversity. It introduces learning strategies and thinking skills, and investigates ways in which students can develop those strategies and enhance those skills. Prerequisites or concurrent enrollment: ED 110. English Placement Level: EN 101.

ED 205 Child Development

(3)

This course provides students with an understanding of the steps and processes of a child's development from birth to adolescence. It examines physical, cognitive, emotional, and social stages of growth. It explores the roots of child development study and examines theories in early childhood and childhood development. It also examines methodology for gathering data, recording behavior, and keeping records about children. English Proficiency Level: EN 101 or permission from the Director of the SOE.

ED 210 Introduction to Teaching

(4)

This course is designed to introduce students to the fundamental theories and practices of teaching. Students examine a variety of teaching approaches, discuss the importance of and ways to address individual differences and needs, and learn how to write specific objectives as well as short- and long-term lesson plans. A required observation in schools provides students with the opportunity to view practicing teachers and to reflect upon topics discussed in class. The student is expected to spend 30 hours per semester in assigned classroom settings. English Proficiency Level: EN 101.

ED 215 Introduction to Exceptional Individuals

(3)

Introduction to Exceptional Individuals provides an overview of legal provisions, characteristics, and classroom strategies for students considered at-risk or with disabilities. The course aims to provide an introductory survey of the possible effects of a disabling condition on a student's learning and performance, strategies and techniques to facilitate successful inclusion, and collaboration with special educators and families in order to meet the needs of the student within the general education setting. English Placement Level: EN 093/094.

ED 220 Educational Practices in Special Education

(3)

This course provides an overview of special education. It introduces the student to the laws relating to special education, curricula, methods and materials currently used and

Revised February 10, 2006, Non-BOR Approved Document

specific instructional techniques for teaching children with various disabilities. This course is taken concurrently with ED 288. English Placement Level: EN 093/094.

HE 240 P.E., Health, & Nutrition (3)

This course is designed primarily for elementary school teachers. It examines the importance of exercise and diet for the health of children from birth through adolescence. It also introduces students to a variety of P.E. activities, exercises, and games that support life-long health. English Placement Level: EN 093/094

ED 247 Medical Implications of Special Education (3)

This course will provide prospective educators with knowledge of the medical implications, conditions and diseases frequently encountered with individuals with disabilities. (Prerequisites or concurrent enrollment: A grade of 'C' or better in EN 101).

ED 251 Development in Early Childhood (3)

This course is an introductory study of the principles of growth and development in children from birth to six years of age. Emphasis is placed on the interrelationships of physical, social, emotional, cognitive and language development of children. Recommendation: concurrent enrollment in ED 260. English Placement Level: EN 093/094.

ED 252 Early Intervention in Natural Environments (3)

This course introduces students to methods and procedures for therapeutic intervention for medially at-risk infants and toddlers within their home and in other natural environments. It emphasizes methods for facilitating communication with parents and strategies needed to encourage social, emotional, physical, and cognitive development, with a special emphasis on linguistic development. Students develop expertise in explaining and modeling intervention procedures for both parents and caregivers. English Placement Level: EN 093/094

ED 253 Partnerships with Families of Children with Disabilities (3)

This course offers the opportunity to gain an understanding of the stages and steps of parental reactions to having a child with a disability, the family dynamics, and special considerations such as the child's age, the family structure, and cultural diversity. Skills and strategies for building positive relationships through trust, acceptance communication, and support are the focus of the course. English Placement Level: EN 093/094

ED 257 Teaching Language Skills in Early Childhood Education (3)

This course provides an understanding of the phases of language arts development especially in the areas of reading and writing in a bilingual and multicultural classroom. It includes the selection and use of appropriate approaches to enhance the teaching/learning process. The course is designed for students majoring in elementary and early childhood education as well as teachers wishing to upgrade their professional skills. English Placement Level: EN 093/094.

Revised February 10, 2006, Non-BOR Approved Document

ED 260 Observation and Participation in Early Childhood Education (1)

This course allows the study of early childhood through observation and participation in a preschool, kindergarten or primary classroom. The primary focus of the course is the recording of behaviors indicative of physical, emotional, social, cognitive, linguistic and motor development of preschool children and their interaction with peers and adults. Recommendation: concurrent enrollment in ED 251. For each credit hour enrolled, the student is expected to spend 30 hours per semester in an assigned early childhood setting. English Placement Level: EN 093/094.

ED 282 Multicultural Foundations (3)

This course will introduce teachers-in-training to the educational aspects of teaching in a multicultural classroom environment. This course provides an overview of the historical foundations, relevant theories, social and political aspects that have influenced education in the CNMI. In addition to informing teachers about the laws that impact on education in the CNMI, this course endeavors to create awareness, respect, and appreciation of the various cultures that exist in the CNMI as well as to enhance the teacher-in-training's understanding of the influence that culture has on the educational process. English Proficiency level: EN 101.

ED 292 Observation and Participation with Exceptional Children (1)

This practicum course provides an opportunity for supervised observation and participation in a variety of special education settings. Students observe and interact with children enrolled in special education who exhibit various categories of exceptionality. They also observe professionals in a variety of settings. This course is taken concurrently with ED 220. The student is expected to spend 90 hours per semester in an assigned special education setting. English Placement Level: EN 093/094.

Requirements for entry into any ED 300/400 level course includes all prerequisite course requirements, successful completion of all general education courses with a grade of "C" or better or permission of the School of Education Director, and the Praxis I with a passing score.

ED 300 Educational Psychology (3)

Educational Psychology is a standard course for all education majors. The course presents an analysis of the complex factors involved in individual differences in learning styles, motivations for learning, the psychology of leadership and socio-cultural factors that affect the education of children and youth. Prerequisites: All general education course requirements, EN 202, and ED210 with a grade of "C" or better or the permission of the Director of the SOE.

ED 306 Teaching Linguistically Diverse Students (3)

This course provides students with theories, methodology, approaches and practices necessary for effective teaching of students who speak English as a Second Language (ESL). It assists students in understanding second language learners, offers experience in how a second language is effectively taught and learned, and gives students practice in developing integrated ESL lessons that are engaging, entertaining, and appropriate.

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Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 315 Inclusive Practices for Children with Learning Problems (3)

This course investigates exceptionalities as defined according to Federal educational guidelines including visual impairment, hearing impairment, learning disabilities, mental retardation, physical and health impairment, behavior disorders, and communicative disorders. It is a required course for all education majors. For special education majors it is an introductory course that familiarizes students with various categories of disability. This course is a prerequisite for other special education courses and serves to prepare elementary and early childhood education majors who serve in their classrooms mainstreamed children with disabilities. Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 319 Children's Literature (3)

This course surveys the field of children's literature and assists in the selection and presentation of developmentally appropriate literature for children based on an understanding of how the reading process develops. It presents a study of the history and development of children's literature, examines its value to the literacy process, and defines criteria for the selection and utilization of children's books and closely related materials. Students become familiar with authors, illustrators, and publishers of noteworthy children's books and learn how to integrate literature into thematic units. Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 320 Fine Arts for Elementary Teachers (3)

This course provides students with the fundamental content in art history and art production needed to teach art and art appreciation at the K-8 level. Topics covered include the role of art in society and schools, artistic development, aesthetics, curriculum development and activity design, teaching, grading, and evaluation strategies, integrating art with core subjects, and techniques for encouraging creativity. Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 321 Literature & Language Arts for Elementary Teachers (4)

This course provides teachers-in-training with the theoretical understanding and practical knowledge they will need to teach reading and writing at the elementary school level. Students learn approaches to teaching the language arts, including process approaches, phonetic integration, and whole language methodologies. It provides students with theories, methods, and activities appropriate for integrating the language arts into thematic classroom units. Students learn detailed procedures for implementing exciting and effective language arts curricula in elementary classrooms. Students in the course will learn how to recognize student reading and writing levels and how to diagnose and correct reading and writing errors. They will also read and critically examine a variety of different types of children's literature. Prerequisites: All general education course requirements, ED 319, ED 300, and ED 351 with a grade of "C" or

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better or the permission of the Director of the SOE.

ED 330 Math for Lower Elementary Teachers (3)

This course introduces students to principle, methods, and activities for teaching elementary school mathematics. It examines the NCTM and NAEP standards, numeration systems, probability, topology, logic, counting strategies, translation from English, descriptive geometry, problem-solving strategies, and other areas of concern for future teachers of mathematics. Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 334 Social Studies in Action: A Methodology Course (3)

This course puts theory into practice by providing teachers-in-training with the necessary methodology, strategies and techniques for fostering and encouraging a standards-based, performance driven developmental process across the social studies curriculum. The course also assists student in learning research techniques including modern technology and how to organize subject-matter principles based upon social studies curriculum standards. Prerequisites: All general education course requirements and ED 370 with a grade of "C" or better or the permission of the Director of the SOE.

ED 351 Instructional Strategies and Classroom Management (3)

This course provides students with theories, approaches, methods, and activities necessary for designing a cohesive, cooperative classroom. Students examine a variety of curriculum models, discuss ways to accommodate alternative learning styles, and investigate methods of developing cooperative lessons, group and independent projects, and thematic learning exercises. They examine the concepts of limits, control, safety, trust, and acceptance in the classroom. They also research and discuss strategic reinforcement, intervention and disciplining techniques and practice a variety of content-specific activities for enhancing instructional focus. Prerequisites: All general education course requirements and ED 300 with a grade of "C" or better or the permission of the Director of the SOE.

ED 352 Behavior Modification in the Classroom (3)

This course provides prospective educators with theoretical and practical knowledge of the techniques of behavioral engineering in the classroom, and the extension of behavioral applications at home. The course addresses the Federal mandate for intervention and prevention, as well as applications to enhance learning and socialization skills. English Placement Level: EN 202. Prerequisites: All general education requirements, ED 300, ED 350, and ED 351 with a grade of 'C' or better, or permission of the Director of the SOE.

ED 360 Modifications & Adaptations of Curriculum for Students with Special Needs (3)

This course addresses a fundamental element of the IDP, the adaptation of the school and classroom to accommodate exceptionalities. The modification application addresses changing curriculum to enable student with special education needs to participate meaningfully in the general education classroom. In-depth discussion will address the realities of "least restrictive environment." Prerequisites: All general education requirements, ED 300, ED 350 and ED 351 with a grade of 'C' or better or permission of

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ED 362 Student Evaluation: Special Education

(3)

Student Evaluation: Special Education addresses the teachers' need to employ appropriate evaluation to determine eligibility, provide effective Individualized Education Plans and to provide on-going evaluations of student performance. Students will become familiar with a variety of instruments, including those that measure Attention Deficit Disorder and Hyperactive Disorder, Learning and Behavioral assessments and instruments that are commonly used as alternatives to standardized, national performance evaluations. Prerequisites: All general education requirements, ED 351, and ED 352 with a grade of 'C' or better or the permission of the Director of the SOE.

ED 365 Transition and Career Development

(3)

Complex interagency interactions are required to facilitate a meaningful transition, this course will enable the prospective special educator to assist students and their families with decision making, and provide a smooth interface with other agencies and institutions to properly facilitate appropriate transition, and guarantee the concept of Least Restrictive environment and Free Appropriate Public Education. All general education requirements, ED 300, ED 350, and ED 351 with a grade of 'C' or better or the permission of the Director of the SOE.

ED 370 Integrated Planning and Programs

(3)

This course provides a comprehensive examination of the rationale and methods for curriculum planning including integrating elementary curricula content through the use of thematic approaches. It investigates the Integrated Thematic Instruction (ITI) model and the concept of year-long themes. It also examines current research on brain-based learning and the importance of affective factors, choice, collaboration, and feedback. It is required for the BS degree in Elementary Education. Prerequisites: All general education course requirements with a "C" or better or the permission of the Director of the SOE.

ED 395 Internship in Special Education

(3)

This course provides teachers-in-training with a final practice teaching experience. It is the culminating practicum course for the endorsement in special education. Prerequisite: Students taking ED 395 must have completed all required courses for special education endorsement. ED 397 must be taken concurrently.

ED 397 Current Issues in Special Education

(3)

Current Issues in Special Education is a required course for students seeking an endorsement to their degree in Education. Included in this course is an historical overview of treatment of persons with Disabilities in and out of the education setting. Using this historical view we will create a comparison with social conditions that led up to the passage of early civil rights and education legislation. The course examines local statutes and policies, as well as some local attitudes regarding persons with abilities. All general education requirements, EN 202, ED 300, ED 350, ED 351, and ED 352 with a grade of 'C' or better or the permission of the Director of the SOE.

Revised February 10, 2006, Non-BOR Approved Document

ED 432 Math for Upper Elementary and Middle School (3)

This course provides skills, concepts, and content needed to develop deductive reasoning skills among elementary students. Using math as a primary focus, the course examines deductive strategies and constructive approaches to knowledge that cross curriculum areas. It provides the teacher-in-training with experience developing and conducting problem solving activities. Prerequisites: All general education course requirements and ED 330 with a grade of "C" or better or the permission of the Director of the SOE.

ED 433 Science as Inquiry Methodology (3)

This course provides the skills, concepts, and content needed to teach inquiry strategies to elementary school children. Using science as a primary focus, it examines ways to make inquiry personally relevant. It provides the teacher-in-training with experience in planning, developing, and conducting interdisciplinary science investigations. Concepts covered include project planning, presentation strategies, group management, and the inquiry process. Prerequisites: All general education course requirements, ED 351, and ED 370 with a grade of "C" or better or the permission of the Director of the SOE.

ED 435 Diagnostic and Prescriptive Reading (5)

This course provides the strategies, skills, and techniques necessary to assess and recognize reading levels, diagnose reading difficulties, and determine and carry out actions to address those problems. Utilizing observations and hands-on practices, the course will provide teachers-in-training with both theoretical and practical experience in enhancing student reading abilities. Prerequisites: All general education course requirements, ED 321, ED 319, and ED 351 with a grade of "C" or better or the permission of the Director of the SOE. Should be taken prior to ED 471

ED 450 Assessment and Evaluation (3)

This course provides students with theories, approaches to assessing and evaluating student abilities and performance as well as the effectiveness of their own planning and instruction. Specific subjects covered include giving and interpreting standardized tests, pre-assessment in content areas, learning styles and intelligences, products, processes and progress. The course will also cover the translation of assessments into letter grades, how to motivate students to use self-assessment and how to professionally interpret all forms of assessment. Prerequisites: All general education course requirements, ED 300, and ED 370 with a grade of "C" or better or the permission of the Director of the SOE.

ED 471 Integrated Lessons and Activities (4)

This course provides opportunity for practical application of methods and activities for integrating elementary curricula content through the use of thematic approaches. It investigates the processes needed to develop lessons and activities that fit into units and themes, select and organize themes, to gather resources and materials, to design activities and projects, and to implement integrated units. It also examines a variety of strategies for evaluation of both units and students and explores methods for enhancing parent and community involvement in lessons. Prerequisites: All general education course requirements and ED 335 with a grade of "C" or better or the permission of the

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Director of the SOE. Should be taken the Semester before Student Teaching.

ED 480 Educational Technology (3)

This course introduces students to computer technology needed to teach at the elementary level. Projects include Web Quests, GradeBooks, Digital Photography, Presentations, Visual Organizers and integrating print, video and computers in education. Prerequisites: All general education course requirements with a "C" or better or the permission of the Director of the SOE.

ED 492 Student Teaching Practicum (12)

The student teaching experience is the culminating full time teaching experience for the BS degree in Elementary Education. This experience provides a sturdy bridge connecting educational theory with practice. Prerequisite: Students taking ED 492 must have completed all other 300/400-level BS requirements and receive permission of the Director of the SOE.

ED 495 Student Teaching Internship (12)

This course provides a full-time practice teaching experience for teachers at all levels who already have a baccalaureate degrees in areas outside of education, who are already working full time in a regular classroom, and who need a practicum course for certification purposes. Prerequisites: Students must have completed all other 300/400 level B.S. requirements and receive permission of the Director of the SOE.